

School Accountability Report Card Reported for School Year 2009-10 Published During 2010-11

Executive Summary School Accountability Report Card, 2009-10

Johanna Boss High School

Address: 7650 South Newcastle Rd. , Stockton CA 95213-9001
Principal: John Pierce (a)

Phone: 209-944-6155
Grade Span: 8 - 12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2009-10 school year, except the School Finances and School Completion data that are reported for the 2008-09 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Johanna Boss High School (JBHS) is a comprehensive high school located on the campus of O.H. Close Youth Correctional Facility. This institution, located in the northern San Joaquin Valley, is one of eight institutional schools under the direction of the Division of Juvenile Justice (DJJ). The facility houses approximately 228 young men with an age range of 12 to 22 years. The majority of the students are between the ages of 16-17 years of age. JBHS provides an education program that meets the state standards, including the areas of English Language Development, Title I – basic skills, introductory vocational training, and special education. Impact of Crime on Victims and Transition are the character education classes that are an integral part of the curriculum. The program places a great emphasis on an understanding of the pain and grief inflicted on individuals and families by the ward's criminal behavior, which resulted in their incarceration.

The mission statement for JBHS: **“The mission of Johanna Boss High School is to educate students to be well prepared to succeed and to contribute to their communities as ethical, respectful, responsible and tolerant lifelong learners, with an overall goal to enrich society with their skills, abilities, talents and imagination.”**

The Mission Statement for the California Education Authority (CEA): **“The mission of the California Education Authority is to empower each student to become a civil, responsible, employable and knowledgeable lifelong learner.”**

Student Enrollment

Group	Percent
African American	28%
American Indian or Alaska Native	.05 %
Asian	4 %
Filipino	0 %
Hispanic or Latino	61 %
Pacific Islander	0 %
White (not Hispanic)	6 %
Multiple or No Response	0.5 %
Socioeconomically Disadvantaged	100%
English Learners	22%
Students with Disabilities	20%
Total Number of Students	228

Teachers

Indicator	Teachers
Teachers with full credential	26
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	1.2%+
Mathematics	1.4%
Science	0%+
History-Social Science	0%+

Academic Progress

Indicator
As an alternative school, JBHS is measured by the ASAM scale, not by the PI, API, and AYP indices

School Facilities

Summary of Most Recent Site Inspection

O.H. Close Youth Correctional Facility (OHCYCF) was built in 1966. Other than the surrounding security fencing and metal detector, the facility appears as any small high school does. There are twenty-five classrooms/shops that provide academic and vocational education. Each classroom has a television, video player and multiple student computers. The physical education department utilizes the gymnasium. All individual educational centers have a restroom for the students use. Security and intercom systems within the education department are in the process of being updated.

Several classrooms have been painted within the past three years. Three new portable classrooms were built and placed into school service at the end of 2006.

Repairs Needed

Recent heating and air conditioning problems have been remedied with the installation of a new system. Ongoing long term issues with basic infrastructure continue to impact the facility (i.e. roof leaks, basic electrical deficiencies, etc.).

Corrective Actions Taken or Planned

The entire cooling system of the school was given a major overhaul and functionality and reliability has been greatly improved. The system has now proven to be reliable. While not up to the standards of a modern day system, classes are much more comfortable than the system kept them in its former state. Infrastructure deficiencies are remedied as they are reported to Plant Operations.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	0
Health	0
Visual and Performing Arts	0

Science Laboratory Equipment (grades 9-12)	0
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School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$ 18,355
District	\$ 31,241
State	\$5,681

School Completion

Indicator	Result
Graduation Rate	If a student does not transfer from this school, Grad rate is 100%

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	11 %
Graduates Who Completed All Courses Required for University of California or California State University Admission	0 %

NAEP Reading, Grade 4

Level	Result
Average Scale Score - State	209
Average Scale Score - National	220
Achievement Level - Basic	30%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

NAEP Reading, Grade 8

Level	Result
Average Scale Score - State	251
Average Scale Score - National	261
Achievement Level - Basic	41%
Achievement Level - Proficient	20%
Achievement Level - Advanced	2%

NAEP Mathematics, Grade 4

Level	Result
Average Scale Score - State	232
Average Scale Score - National	239
Achievement Level - Basic	41%
Achievement Level - Proficient	25%
Achievement Level - Advanced	5%

NAEP Mathematics, Grade 8

Level	Result
Average Scale Score - State	270
Average Scale Score - National	282
Achievement Level - Basic	36%
Achievement Level - Proficient	18%
Achievement Level - Advanced	5%

School Accountability Report Card Reported for School Year 2009-10

Published During 2010-11

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) [SARC](#) Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE [DataQuest](#) Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2010-11)

This section provides the schools contact information.

School		District	
School Name	Johanna Boss High	District Name	California Education Authority
Street	7650 South Newcastle Rd.	Phone Number	916-262-1500
City, State, Zip	Stockton , CA 95213-9001	Web Site	www.cdcr.ca.gov
Phone Number	209-944-6155	Superintendent	David Murphy
Principal	John Pierce (a)	E-mail Address	David.Murphy@cdcr.ca.gov
E-mail Address	john.pierce@cdcr.ca.gov	CDS Code	39- 32276- 3931250

All school site information reported in this document is the responsibility of the Principal or Acting Administrator of the school named herein. District numbers are the average of school site numbers.

School Description and Mission Statement (School Year 2009-10)

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Johanna Boss High School (JBHS) is a comprehensive high school located on the campus of O.H. Close Youth Correctional Facility. This institution, located in the northern San Joaquin Valley, is one of eight institutional schools under the direction of the Division of Juvenile Justice (DJJ). The facility houses approximately 235 young men with an age range of 12 to 22 years. The majority of the students are between the ages of 16-17 years of age. JBHS provides an education program that meets the state standards, including the areas of English Language Development, Title I – basic skills, introductory vocational training, and special education. Impact of Crime on Victims and Transition are the character education classes that are an integral part of the curriculum. The program places a great emphasis on an understanding of the pain and grief inflicted on individuals and families by the ward's criminal behavior, which resulted in their incarceration.

The mission statement for JBHS: **“The mission of Johanna Boss High School is to educate students to be well prepared to succeed and to contribute to their communities as ethical, respectful, responsible and tolerant lifelong learners, with an overall goal to enrich society with their skills, abilities, talents and imagination.”**

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Opportunities for Parental Involvement (School Year 2009-10)

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Parents are encouraged to visit their sons during regular visiting hours on Saturday and Sunday. Parents of special education students are encouraged to participate at the Individual Education Plan (IEP) meetings. Once a month the Family Council meets to discuss the programs and services for their students. The parents are encouraged to be active participants. The parents are also encouraged to contact the education department for reports of their son's educational progress. JBHS held a 'Back to School' day this year in which parents and their sons were allowed to tour the school area and meet with their child's classroom teachers.

Student Enrollment by Grade Level (School Year 2009-10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 8	12
Grade 9	36
Grade 10	75
Grade 11	67
Grade 12	32
Grade 13	6
Total Enrollment	228

Student Enrollment by Group (School Year 2009-10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	28%
American Indian or Alaska Native	0.5 %
Asian	4 %
Filipino	0 %
Hispanic or Latino	61 %
Pacific Islander	0 %
White (not Hispanic)	6 %
Multiple or No Response	.05 %
Socioeconomically Disadvantaged	100 %
English Learners	22 %
Students with Disabilities	20%
Total Number of Students	228

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K									**	**	**	**
1									**	**	**	**
2									**	**	**	**
3									**	**	**	**
4									**	**	**	**
5									**	**	**	**
6									**	**	**	**
K-3									**	**	**	**
3-4									**	**	**	**
4-8	13.0	1			6.8	5			**	0	0	0
Other									**	**	**	**

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2007-08			2008-09			2009-10		
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size
		1-22	23-32	33+		1-22	23-32	33+	
English	14		11		13		9		11.2
Mathematics	9		10		12		8		11.7
Science	7		8		12		8		19.2
Social Science	12		12		11		15		12.1

III. School Climate

School Safety Plan (School Year 2009-10)

This section provides information about the school's comprehensive safety plan.

All personnel are provided with personal alarms, which are tested daily prior to the arrival of students. Classrooms are equipped with an inter-com system, which permits staff to have immediate communication with the correctional officer assigned to the school area. Fire evacuation maps are posted in common use areas. All classrooms are equipped with fire extinguishers and are checked by the on grounds fire department for compliance. The high school conducts quarterly fire drills in conjunction with the security section of the institution. The same drill is utilized for our earthquake and natural disaster plan. The notification begins from the main control center. Supervision of the students during the drills is a joint responsibility between the faculty and the security staff. School security staff is responsible for all movement between classrooms, movements to and from school as well as searching students for contraband upon entry and exiting of the school area. There is an institutional safety committee with representatives of all areas of the institutional departments that meets monthly to address health and safety issues. Safety training is ongoing for all school personnel.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	0	0	0	0	0	0
Expulsions	0	0	0	0	0	0

All DJJ education staff have been trained and utilize "Response to Intervention" processes to assist students to succeed in their classrooms. As an integral component of their rehabilitation, education is mandatory for wards of the state remanded to the Juvenile Justice Division of the California Department of Corrections and Rehabilitation. Educational services continue to be delivered by our faculty regardless of the severity of the incidents in which such individuals may engage while incarcerated. For this reason, DJJ High Schools do not suspend education from any individual.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

O.H. Close Youth Correctional Facility (OHCYCF) was built in 1966. Other than the surrounding security fencing and metal detector, the facility appears as any small high school does. There are twenty-eight classrooms/shops that provide academic and vocational education. Each classroom has a television, video player and multiple student computers. The physical education department utilizes the gymnasium. All individual educational centers have a restroom for the students use. Security and intercom systems within the education department are in the process of being updated.

School Facility Good Repair Status (School Year 2010-11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	N/A		Fair working order- issues on occasion New chiller system installed 2009		
Interior: Interior Surfaces	N/A		Fair to Poor-some roof leaks have ruined wall surfaces		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	N/A		Pest infestation is under control- Cleanliness is fair		
Electrical: Electrical	N/A			Electrical system is outdated for today's technical demands	Unknown
Restrooms/Fountains: Restrooms, Sinks/ Fountains	N/A		Fair conditions New fountains installed		
Safety: Fire Safety, Hazardous Materials	N/A		Annual checks maintain safe levels		
Structural: Structural Damage, Roofs	N/A		LEA Provided	Roofs do leak indicating some structural issues	Unknown
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	N/A		Working order repairs when needed completed in a timely fashion		
Overall Rating	Overall rating would be 'Fair' considering age of facility				N/A

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	24	29	26	144
Without Full Credential	2	2	**	6
Teaching Outside Subject Area of Competence	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments	0	1	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web page.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	79.2%	20.8%
High-Poverty Schools in District	**	**
Low-Poverty Schools in District	**	**

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009-10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	26 (Teachers act as counselors)	8
Library Media Teacher (Librarian)	1	N/A
Psychologist	1	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)	2	N/A
Other		N/A

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	High Quality, Under two years old, Readily available	0 %
Mathematics	High Quality, Under two years old, Readily available	0 %
Science	High Quality, Under two years old, Readily available	0 %
History-Social Science	High Quality, Under two years old, Readily available	0 %
Foreign Language	Not Currently Offered	N/A
Health	Not Currently Offered	N/A
Visual and Performing Arts	High Quality, Under two years old, Readily available	0 %
Science Laboratory Equipment (grades 9-12)	Impractical in a correctional environment	N/A

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$ 18739	\$404	\$18,335	\$85000
District	\$32,505	\$1264	\$31,241	\$68,575
Percent Difference – School Site and District	-73.4%	-212.8%	-70.3%	19.3%
State	\$8736	\$3055	\$5681	\$66,995
Percent Difference – School Site and State	53.3%	-656%	69%	30%

Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Title 3/ELL

Carl Perkins/Part A - State Leadership

Carl Perkins/Part B - Secondary Education

Workforce Investment ACT – Adult Education, Family Literacy

Special Education/IDEA Part B

Library-Media Program

Prop 98/General Fund

Lottery – State Special Fund

Teacher and Administrative Salaries (Fiscal Year 2008-09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$60000	\$40000
Mid-Range Teacher Salary	\$82000	\$63000
Highest Teacher Salary	\$103000	\$ 78000
Average Principal Salary (Elementary)	N/A	N/A
Average Principal Salary (Middle)	N/A	N/A
Average Principal Salary (High)	\$110000	\$102000
Superintendent Salary	\$113,000	\$140000
Percent of Budget for Teacher Salaries	95%	37 %
Percent of Budget for Administrative Salaries	1%	6 %

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	1	4	3	1	3	1	46	50	52
Mathematics	4	4	1	3	4	1	43	46	48
Science	0	0	0	0	3	1	46	50	54
History-Social Science	0	5	0	0	3	1	36	41	44

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results by Student Group (School Year 2009-10)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	0	0	0	0
American Indian or Alaska Native				
Asian	*	*	*	*
Filipino				
Hispanic or Latino	2	0	0	0
Pacific Islander				
White (not Hispanic)	*	*		*
Male	3	1	0	0
Female				
Economically Disadvantaged	3	1	0	0
English Learners	2	0	0	0
Students with Disabilities	*			*
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	23 %	40 %	37 %

***These data are currently not available. The CDE expects to provide these data in February 2011.

X. Accountability

As an alternative school, JBHS is measured by the ASAM scale, not by the PI, API, and AYP indices

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE [Academic Performance Index \(API\)](#) Web page.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide			
Similar Schools			

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

" * " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2007-08	2008-09	2009-10	2010
All Students at the School	N/A	N/A	N/A	
African American	N/A	N/A		
American Indian or Alaska Native	N/A	N/A	N/A	
Asian	N/A	N/A	N/A	
Filipino	N/A	N/A	N/A	
Hispanic or Latino	N/A	N/A	N/A	
Pacific Islander	N/A	N/A	N/A	
White (not Hispanic)	N/A	N/A	N/A	
Socioeconomically Disadvantaged	N/A	N/A	N/A	
English Learners	N/A	N/A	N/A	
Students with Disabilities	N/A	N/A	N/A	

"N/A" means a number is not applicable or not available due to missing data.

"**" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

N/A

Adequate Yearly Progress

As an alternative school, JBHS is measured by the ASAM scale, not by the PI, API, and AYP indices

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	N/A	N/A
Participation Rate - English-Language Arts	N/A	N/A
Participation Rate - Mathematics	N/A	N/A
Percent Proficient - English-Language Arts	N/A	N/A
Percent Proficient - Mathematics	N/A	N/A
API	N/A	N/A
Graduation Rate	N/A	N/A

"Yes"

Met 2010 AYP Criteria

"No"

Did not Meet 2010 AYP Criteria

Federal Intervention Program (School Year 2010-11)

As an alternative school, JBHS is measured by the ASAM scale, not by the PI, API, and AYP indices

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE [Adequate Yearly Progress \(AYP\)](#) Web page.

Indicator	School	District
Program Improvement Status	N/A	N/A
First Year of Program Improvement	N/A	N/A
Year in Program Improvement	N/A	N/A
Number of Schools Currently in Program Improvement	N/A	N/A
Percent of Schools Currently in Program Improvement	N/A	N/A

XI. School Completion and Postsecondary Preparation

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the [General Admissions Information](#) Web page (Outside Source).

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the [Undergraduate Admission & Requirements](#) Web page (Outside Source).

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE [DataQuest](#) Web page.

Indicator	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Dropout Rate (1-year)	16.6	11.3	**	15.5	40.8	**	4.4	3.9	**
Graduation Rate			**			**	80.6	80.2	**

Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2009-10 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009		
	School	District	State
All Students	41%	74%	not yet available
African American	17%	26%	
American Indian or Alaska Native	0%	0%	
Asian	0%	3%	
Filipino	0%	0%	
Hispanic or Latino	13%	39%	
Pacific Islander	0%	0%	
White (not Hispanic)	12%	7%	
Socioeconomically Disadvantaged	41%	74%	
English Learners	8%	21%	
Students with Disabilities	17%	25%	

Career Technical Education Programs (School Year 2009-10)

This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.

Mill and Cabinetry, Entry level Computer and Office skills, Intermediate and Advanced Computers, Microsoft Certification, Landscaping, and Photo Editing. JBHS currently does not offer and capstone courses in Technical education but numerous entry level and intermediate courses to give the students an expansive view of different technical fields. Due to the younger ages of the student population, JBHS does not offer concentrator programs.

Career Technical Education Participation (School Year 2009-10)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	312
Percent of the school's pupils completing a CTE program and earning a high school diploma	11
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California and/or California State University Admission (School Year 2008-09)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion, of courses required for UC/CSU admission can be found on the CDE [DataQuest](#) Web page.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	0
Graduates Who Completed All Courses Required for UC/CSU Admission	0

Advanced Placement Courses (School Year 2009-10)

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE [DataQuest](#) Web page.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	N/A	N/A
English	N/A	N/A
Fine and Performing Arts	N/A	N/A
Foreign Language	N/A	N/A
Mathematics	N/A	N/A
Science	N/A	N/A
Social Science	N/A	N/A
All courses	N/A	**

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

JBHS has ten pupil free professional development days. They are on the school master calendar that is developed each July. During the development days the faculty works on issues supporting accreditation, institutional safety, employee safety, as well as, new policy and procedures in the DJJ, OHCYCF, and Education department.

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2009, Grade 4	210	220	30	18	5
Reading 2009, Grade 8	253	262	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2009, Grade 4	73	95	71	84
Reading 2009 Grade 8	81	95	72	84
Mathematics 2009, Grade 4	81	95	72	83
Mathematics 2009, Grade 8	85	96	78	92